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ABSTRACT

The adult training programs of the Colleges of Applied Arts and Technology of the Ontario community college system are designed to provide adult students with secondary education degrees, commercial training, and technical training. In order to assess affective aspects of these programs, Canadore College developed a 174-item questionnaire and administered it to 758 adult training students representing a wide range of training courses at eight colleges. In addition, 218 of the 758 questionnaire recipients were interviewed to obtain feedback both about the instrument itself and about the issues it raised. Results indicated that adult students perceived 10 general problem areas: (1) dealing with the authority figures, (2) differentiating the areas of college responsibility from those of Manpower, (3) completing the secondary education degree within the 52-week maximum time period, (4) feelings of isolation accompanying individualized instruction, (5) feeling inferior to post-secondary students, (6) lack of information about college facilities, regulations, and courses, (7) lack of a physical education program, (8) pressures associated with testing, (9) irrelevance of required courses, and (10) antagonism toward some types of teachers. The questionnaire, which "needs to be condensed and revised," is appended. (DC)

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The CAAT Student Survey

An Affect Assessment Questionnaire for Ontario Colleges of Applied Arts and Technology's Adult Training Students

Affect Assessment, Federal Project 7528, is sponsored by the Industrial Training Branch, Province of Ontario, and the Canada Department of Manpower and Immigration in co-operation with the Colleges of Applied Arts & Technology

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JC 770 531

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F. CAAT Manual

RATIONALE.

Accountability in education must take into consideration the affective aspects of student learning. It is no longer tenable to assume that teachers or other college personnel universally know what their students' perceptions actually are (given the heterogeneous student populations) without the assistance of a practical, emperical measuring tool. The CAAT student Survey (CSS) is a questionnaire that, augmented by group discussions and individual interviews, attempts to discover the perceptions and feelings of adult training students about their training programs, and, to some extent, about themselves. Since, however, the CSS is still in the process of development, the results from it are considered tentative.

The CSS is designed to discover, from the students' perspective, the strengths and weaknesses of college programs. Such information can be used by faculty and administrators in considering such college concerns as teaching and learning situations, staff development, personnel hiring and budgeting. The use of such direct and systematic information should help to lower dropout rates, improve student retention of course objectives, and, in general, raise the efficiency of student learning without raising the cost factor.

DEVELOPMENT.

In its original search for an instrument to measure the affective aspects of adult training programs, Canadore College could discover no material designed for adult students in academic upgrading or skill-training programs. The Minnesota School Affect

Assessment (Minnesota) and the Quality of School Life (QSL) instruments, both designed for American elementary and high school children, seemed to offer good bases from which to work. But both instruments required extensive revision to reflect the unique needs of adult students. In addition, because the colleges themselves may vary from one another in ways that are important to student learning, a section for local option items was added so that each college could, if desired, survey specific interests as a reflection of its own needs for information. The CSS went through eight months of revisions, using input from the Canadore staff, from other community colleges, and from consultations with Dr. Kin-Shing Lun and Dr. Joyce Epstein (originators of the Minnesota and Quality of School Life instruments, respectively), before a useable format was arrived at. The present survey instrument is composed of four distinct parts: the revised QSL, the revised Minnesota, a set of open-ended questions, and, at colleges so choosing, a set of up to 24 local option items.

ADMINISTRATION.

The CSS was administered to 758 adult training students and 218 of them, chosen at random, were privately interviewed. The following eight geographically representative Ontario Colleges of Applied Art & Technology were chosen to participate in the project. (There are 22 Colleges of Applied Arts & Technology in the Ontario Community College system):

Northwest: Confederation College of Applied Arts & Technology, Thunder Bay, Ontario.

Northeast: Cambrian College of Applied Arts & Technology, Sudbury, Ontario.

Canadore College of Applied Arts & Technology, North Bay, Ontario.

Northern College of Applied Arts & Technology, South Porcupine, Ontario.

Central: Humber College of Applied Arts & Technology, Lakeshore Campus III, Toronto, Ontario.

Conestoga College of Applied Arts & Technology, Waterloo Campus, Waterloo, Ontario.

Southwest: St.Clair College of Applied Arts & Technology, Windsor, Ontario.

East: Loyalist College of Applied Arts & Technology, Belleville, Ontario.

Figure 1.

Students surveyed represented a wide range of adult training courses. In addition to academic upgrading and general commercial courses, students surveyed were in such varied areas of study as offset printing, welding, food preparation, appliance servicing, electronics, forestry filers, cutters and skidders, accounting.

At each of the five colleges choosing to use the "Local Option" section of the CSS, the items were worked out and scaled by the particular college in co-operation with the survey administrators, and then attached to the general survey instrument.

At each college the following schedule was observed:

1. A pre-administration group discussion was held with the students to be surveyed (either with the group as a whole or with the students divided into several smaller groups). Its purpose was twofold: to explain to the students what the survey was all about and to reassure them that they were free to answer honestly.

2. The survey instrument, complete with "Local Options" where they were being used, was then filled out by the students.

3. A post-administration group discussion was held to obtain group feedback both about the instrument itself, and about the issues that it raised.

4. Individual interviews were held with students chosen at random, to obtain detailed criticism of the survey instrument and detailed feedback about the issues that it raised.

SURVEY RESULTS.

The information from each college was processed, partially by computer and partially by hand, for both individual colleges and in aggregate. From the 174 survey items, local option sections, and the discussions with students, the following data was obtained:

1. Responses to 164 items, arranged by cluster[1], were computer totalled (for each college individually and for the aggregate) by response category (for example: Strongly Agree, Agree, Disagree, Strongly Disagree). The aggregate data can be used to determine deviations from a provincial mean by individual colleges. Local Option items for the five individual colleges at which they were used were also computer totalled by response category.

2. Responses to the three subject specific items (13, 20 22) were manually totalled.

3. Responses to the seven open-ended items (#168-174) were manually categorized and tabulated. As well, students' comments on these items were summarized for each college.

4. Summaries of notes taken from the students' group discussions and from their individual interviews were prepared for each college.

5. Background information (student's programs both present and completed, length of time in program, sex, age, and mother tongue) was manually tabulated. Such information can be related to responses to survey items.

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[1] The CSS had a total (including local options groupings) of 18 clusters (and one group of "Independent " items) such as: "Teacher", "Satisfaction", "Commitment", "Locus of Control", "Academic".

6. For each item a special column marked "Difficulty" was set up to computer total the number of students who marked that survey item as a problem item.

PROBLEMS IDENTIFIED.

Through the survey process, eleven general problem areas, as perceived by students, were tentatively identified:

1. Authority, in its various forms, is a frequent problem for adult students. Some students have never been able to accept authority with ease. Some students see Manpower as a threat, not a benefactor (for example, eager to terminate students unfairly). Many students fear expressing honest opinions about anything to anyone they perceive, rightly or wrongly, as an authority figure, including in some instances college counsellors. (For some reason these students did not perceive the survey administrators as authority figures. Perhaps this can be accounted for because, except at Canadore, they were not resident on the same campus).

2. Manpower-College areas of authority cause confusion for many students. They are unable, generally, to differentiate whether the rules, the curriculum, and so on, are the responsibility of Manpower or of the college.

3. The "time" problem is important to some Manpower students who envy the Workmen's Compensation students their more generous time allotments. The 52 week maximum for upgrading is particularly difficult for the slow but serious student and the student who enters at a low level of attainment. The student who comes in at a K-4 level may have the same 52 weeks as a student who comes in at a Grade 9 level. Such a student is often discouraged when he/she realizes that eight or ten years' work must be covered in one year while his counterpart has a year to cover a year's make-up work.

4. Students whose programs are totally individualized want <u>some</u> group teaching. Although they generally like individualization, they also feel isolated. Some allowance for such students to have group experience is regarded as very desirable. In addition, some students feel that they learn new material better in group teaching where, generally, lessons tend to be taught more thoroughly and where other (less shy) students tend to ask questions that clarify points for themselves as well. (Survey Item 163 reads "In school I would rather learn a lesson in a class than learn a lesson alone". Only 18% of the students responded "Never" or "Seldom".)

5. Adult Training students generally tend to feel that they are considered inferior by post-secondary students, and, in fact, they often see themselves as inferior. Where the adult training and post-secondary students share the same campus, this problem is greatly emphasized. At only one integrated campus that we visited, did this not seem to be a real problem.

6. Communications, or lack of it, appears to be a problem. A student, unaware of facilities, materials, options available to him, often is unwilling to ask. For example, groups of students at different colleges very much wanted to use the college gym facilities but simply presumed that they were unavailable to adult training students, and they had never asked. Gym facilities were, in fact, available for their use and some members of at least one faculty had wondered why the adult training students never made use of them. Some students had gone for weeks without text books because they were not told how and where to get them, and the students never asked. Many students feel that it would be helpful to have all such

facts, facilities, regulations, etc., explained to them and also given out in printed form. For courses, they prefer to have a detailed outline that tells them where they are and where they are expected to go, preferably itemized so that they attain a feeling of accomplishment in checking off items as they are completed. (Item 112 of the survey reads "I need to have a clear outline of what is offered in each subject"; 91% of the students agreed with this statement. Item 140 reads, "I like to know exactly what I'm supposed to be learning in school"; 90% of the students responded positively to this statement.)

7. When asked to rate the importance of "getting into good physical condition", 85% of the students responded "Important" or "Very Important" (survey Item 53). In group discussions and private student interviews, many students stated they felt the need of a physical education program. Students who have been physically active in their work-lives and who expect to find physically active employment again upon completion of their programs, find that a sedentary year is a shock to their systems and that they are not prepared, physically, for their future jobs. They would like physical education as a part of the Manpower program.

8. At some colleges, students feel so much pressure concerning tests, that they fear doing anything that is unrelated to passing the next test. For example, 91% of the students rated "tests" as "Important" or "Very Important" (survey Item 73).

9. Students frequently cited Science as an irrelevant subject as presently taught - irrelevant to their future goals. Students planning to take specific skills courses often suggested that aspects of Science

relevant to their planned skills courses would be valuable to them . A number of students suggested studying such topics as health, nutrition, first aid, child care. [Item 41, 63% of the students rated Science as important. But Math (Item 40) was rated as important by 88%, and English (Item 42), by 83%.]

10. Some types of teachers were cited as problems. Much of a student's school experience is directly affected by teachers, and the student often focuses on the teacher as the centre of difficulties that may actually have other causes. It was a positive endorsement of adult training teachers, therefore, that teacher related problems were fewer than one might have expected.

The type of teacher against whom there seems to be the great antagonism, is the teacher who is perceived to be actually interfering with the learning process, such as the attention-getting teacher who spends the entire period telling jokes or talking about his/her personal affairs. This type of teacher apparently can be found at a number of colleges.

Students generally had high regard for their adult training teachers. (75% positive response to Teacher Cluster A[2]) However, some students perceive certain teachers as reluctant to help students, as making adult training students feel inferior, as embarrassing and/or insulting them, as perceiving their job as essentially "baby sitting", as too often out of the classroom and therefore unavailable to help students, as treating adult students like small children, as lacking the patience to go over material repeatedly with slow students.

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[2] Teacher cluster A consists of the 21 "Teacher" items on a 4-point scale (Items 2, 4, 6, 8, 10, 12, 14, 18, 21, 24, 76, 78, 100, 104, 110, 117, 126, 135, 136, 137, 139).

11. A final overall problem encountered was the problem of student perception. The facts may be one way, but very often the student seems them otherwise.

The problem of student perception can be extremely nebulous; it can also range from the students' attitudes towards Science to a student's reaction to a particular transaction with the teacher. It might be suggested that student perception be investigated as a possible cause of problems that do not yield readily to apparent solutions.

INTERRELATIONSHIPS OF PROBLEM AREAS

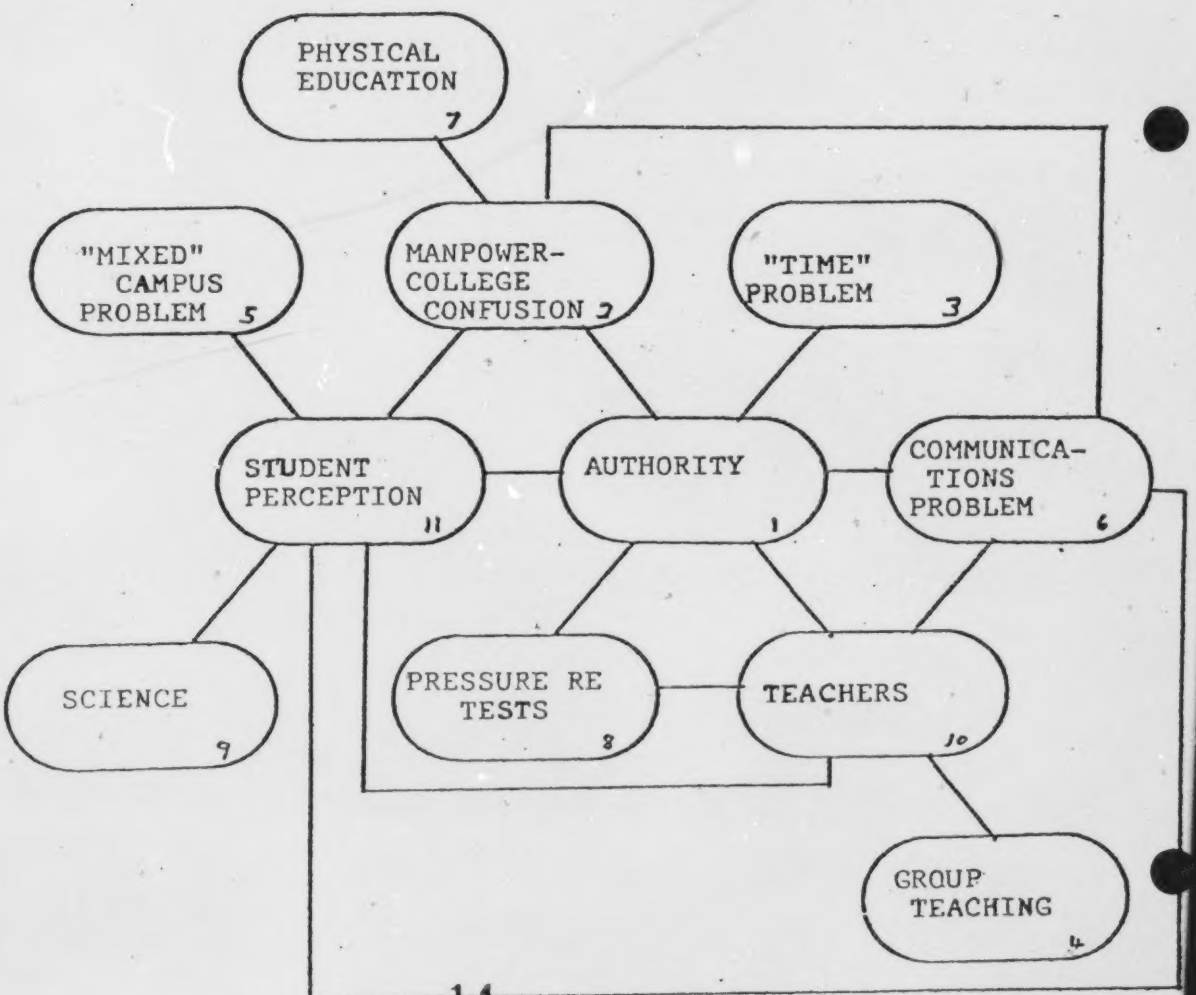

Figure 2.

TECHNICAL INFORMATION.

In addition to information about students' perceptions and feelings, information was also obtained about the survey instrument itself. Totals in the "Difficulty" columns in the output are significant indicators of items requiring revision or deletion. Such information will be invaluable when the survey instrument comes to be condensed and revised. Reliability and co-relational checks run by Dr. Joyce Epstein on the QSL portion of the CSS confirm that that part of the instrument at least has "high reliability".[3] In addition, Dr. Kin-Shing Lun is doing further validity and reliability testing of the Minnesota portion.

FUTURE DEVELOPMENT.

Now that the CSS has been administered at eight colleges, it needs to be condensed and revised in the light of findings from these administrations and in accord with suggestions made by teachers and administrators at the Dissemination Seminars held for the participating colleges. The format of the instrument, too, needs revision. Such a revision should be arrived at in consultation with media and computer advisors.

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[3] Letter and report from Dr. Joyce Epstein to Clive Copeland, May 24, 1977.

PHASE II REVISION OF THE CSS

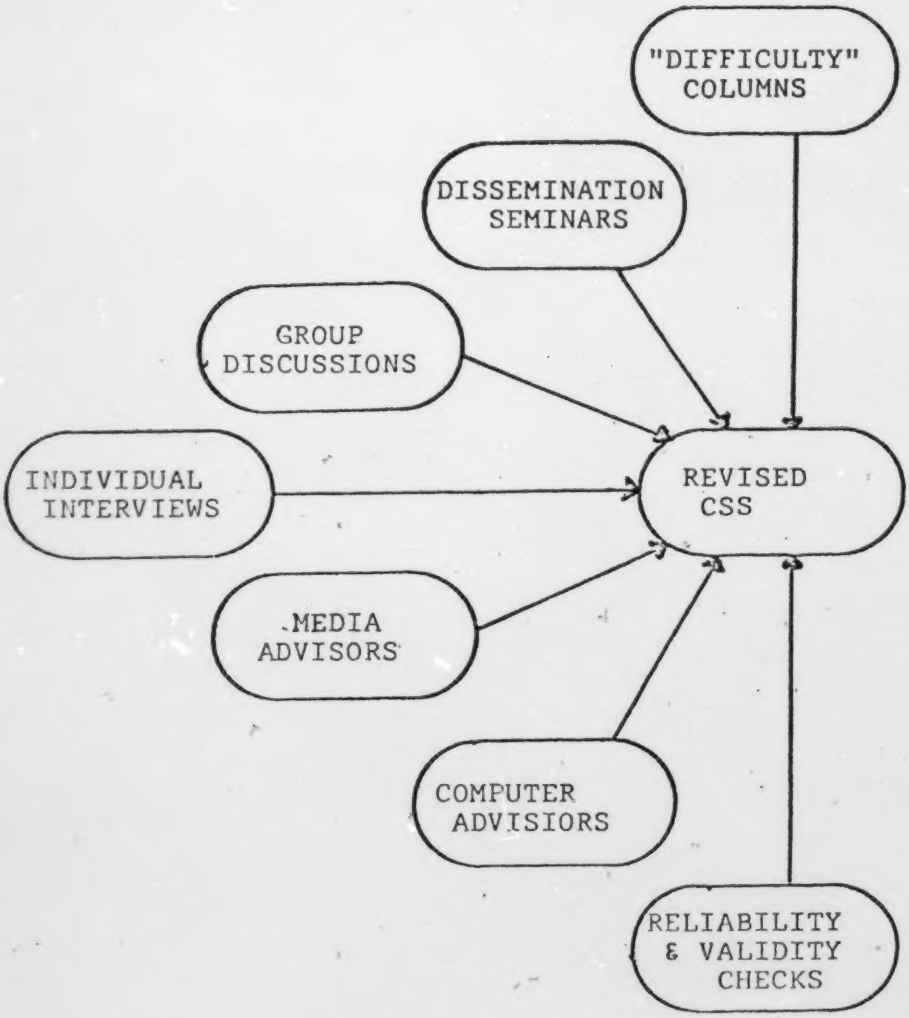


Figure 3.

When revisions have been completed, and a new format arrived at, the CSS should be more thoroughly tested, preferably with a minimum of 50 adult training students at each of the 22 Ontario community colleges. Through such extensive testing the CSS's validity and reliability can be further improved and norms can be established for the Ontario adult training population. In addition, such widespread administration of the CSS would acquaint all the community colleges with the value of affect assessment, with the existence of a suitable measuring instrument, and with the methods of administering the CSS.

SAMPLE FINDINGS FROM THE CSS COMPUTER-PROCESSED DATA

Responses to the CSS were prepared for each college individually and for the eight colleges in aggregate. Each college, therefore, can compare its results to the aggregate for each survey item (excluding Local Option items).

In the output, the computerized data was arranged by cluster (or category) such as "Teacher", "Satisfaction", "Commitment to School Work", "Locus of Control". This arrangement allows the colleges to examine items on a particular aspect of student perception as a unit. It also allows for arriving at cluster percentages for the total items in each group.

What follows is a brief discussion of some sample items. It must be kept in mind, however, that because the CSS is still in a developmental stage, information from it must be considered tentative.

Item 2: ("Teacher") If I had a choice, I'd choose:

1) the same teachers I have now	40%)	
2) most of the teachers I have now	35%)	75%
3) a few of the teachers I have now	23%)	
4) none of the teachers I have now	2%)	25%

Item 2 suggests that retraining students are generally satisfied with the teaching staff (a finding confirmed by other similar teacher items). Individual colleges, however, showed significant range of variation (31%). Regarding response categories

1 and 2 as positive, the percentage of students responding positively is 75 for the eight college aggregate. But at one college this percentage rose well above the aggregate to 87 (or + 12), while at another college, only 56% (or - 19%) of the students responded positively. Comparing data from an individual college to the aggregate can be helpful to a college in deciding whether a possible weakness or strength exists only in that college or generally throughout the system.

Item 24: ("Teacher") My teachers care about students' feelings:

Strongly agree	- 12%)	
Agree	- 61%)	73%
Disagree	- 24%)	
Strongly Disagree	- 3%)	27%

Again, the same two colleges registered the extreme variations. At the first college, the favourable response (Agree and Strongly Agree) was 84% (+ 11%) and at the second college, the favourable response was 55% (-18%).

If through the CSS a college finds that responses from its students are consistently more negative than the aggregate in a particular cluster (in this case, the "Teacher" cluster), it can use such information to investigate the causes for the more negative student responses. It should be remembered, that the responses only point to a direction for investigation. On the bases of the above negative results, for example, it should not be immediately concluded that all problems lie with the teachers. Aspects of school that students connect with teachers need to be looked into. For example, students

often do not distinguish between the teacher and the curriculum, the teacher and the policies (not of his/her making) that the teacher must carry out, the teacher and misinformation that the student has about the program.

Item 105: There aren't enough teachers in our program: ("Satisfaction")

Strongly Agree	- 13%)	43%
Agree	- 30%)	
Disagree	- 50%)	56%
Strongly Disagree	- 6%)	

When close to half the students in the aggregate sample perceive that there are not enough teachers, it would be profitable for colleges generally to ascertain why the students feel this way. The statement may or may not be literally true. In individualized programs, students require assistance. If they find that it is not immediately available, they are often prevented from going on with their work. One problem is that in some courses in some colleges students must wait for help. Waiting in lineups to speak to a teacher, especially if the student's difficulty can be quickly solved, can become discouraging. If this occurs day after day, the discouragement increases, and a good deal of study time is lost. Another problem is that non-teaching responsibilities can take the teacher away from the learning situation for varying periods of time. If the teacher is not available to the student, he/she is not, in the eyes of the student, performing as a teacher at that time. Perhaps the possibility of more para-professionals, and/or more student tutors could be investigated.

Item 105, however, sees a great variation among colleges, a variation of 34%. At one college, 63% of the students felt that there were not enough teachers in their program. At another college, however, only 29% felt that there were not enough teachers.

Two Self-Concept items suggest that the retraining student, generally, has a positive view of himself/herself.

Item 37: If I could change I would be someone other than myself			Item 132: I feel I am doing a good job of learning in school	
Strongly Disagree	34%		16%	Strongly Agree
Disagree	46%	80% positive	76%	Agree
Agree	15%		6%	Disagree
Strongly Agree	4%	19% negative	1%	Strongly Disagree

Most students express a positive attitude about themselves and and about their involvement in their school work. This is an attitude that retraining teachers should be aware of and be able to build on.

Responses to Item 89 confirm the findings of Item 132.

Item 89: ("Locus of Control") When I do poorly in school it is usually somebody else's fault:

Strongly Disagree	38%	95% positive (92% for Item 132)
Disagree	57%	
Agree	4%	5% negative (7% for Item 132)
Strongly Agree	1%	

Students generally accept responsibility for their school work, and for their failures when they occur.

Item 93: I would rather have almost any job than go to school				Item 138: If I had a job I would quit today
Strongly Agree	2%		4%	Strongly Agree
	6%	15%		
Agree	4%		11%	Agree
Disagree	55%		57%	Disagree
	94%	85%		
Strongly Disagree	39%		28%	Strongly Disagree

Items 93 and 138 ("Satsfaction") suggest that retraining students generally see improving their education as more important than accepting a job compatible with their present educational level. This is, again, a positive attitude that retraining teachers should be able to build on.

The 9% difference in positive response between the two items can be accounted for by the difference in phrasing of the two items: "almost any job" in contrast to "a job". The latter is vague enough to allow some students to envisage a compatible job.

Items from the Academic cluster show that students in commercial and skill training as well as in academic courses, consider basic academic studies important:

	Very Important/ Important	Neutral	Unimportant/ Very Unimportant
40 Learning Math	88	10	2
41 Learning Science	63	23	14
42 Learning English	83	12	5
43 Learning Spelling	85	10	5
44 Learning Grammar	81	13	6
45 Learning to read better	85	10	6

Science is a subject that needs investigation throughout the colleges. Why is it regarded as about 20% less important than the other upgrading studies? Discussions with students reveal some of the

difficulties (see "The CAAT Student Survey: An Affect Assessment Questionnaire for Ontario Community College Retraining Students", p.8-9).

Item 59: Getting a job ("Doing")

Very Important/ Important	Neutral	Unimportant/Very Unimportant
94%	4%	2%

Few students perceive retraining programs as primarily educationally enriching. A very large percentage (94) see the value of their programmes as leading to a job. They are in school for a very practical purpose. To some extent, this attitude might account for the lower positive responses to Item 41, where they rate the importance of Science. They often fail to see it as a field of study (as presently taught) that has a direct relation to preparing them for a job, whereas, most student do regard basics such as Math, Spelling, Reading, as directly related to the job world.

In examining student responses, consistency throughout a cluster is not to be expected. The nature of the items themselves dictate that positive responses are more probable for some items than for others. For example, responses to Item 135, "Most of my teachers go out of their way to help me," are likely to be less positive than responses to an item such as 12, "Most of my teachers listen to what I have to say". In the aggregate, Item 135 records 57% positive and Item 12, 91% positive. The teachers are expected to listen to the students; if they do not, something is wrong. But are they expected "to go out of their way to help"?

That 57% of the students believe that their teachers do so, suggests that a large number of teachers are really involved and caring

in relation to their students, and/or that students have low expectations of their teachers' responsibilities to them as students. Related items can be examined to suggest which, for most students, is the more probable explanation (Items such as 136 - "Most of my teachers care about my feelings," 139 - "Most of my teachers care about how much I learn").

Individual items can be examined, compared by individual colleges to the aggregate, and compared with other similar items. In addition, an overall view can be obtained by examining cluster totals. Since, on the CSS, the same cluster often had items on both four and five-part scales, many clusters have two parts: A for items on four-point scales and B for items on five-part scales.

At this stage in the development of the CSS, clusters have been tentatively established. In a Phase II development of the CSS, clustering will be more fully and more precisely developed.

Some examples of cluster totals from the administration of the present instrument are given below to illustrate the kind of overall view that they can, potentially, give.

TEACHER CLUSTER

A - Positive 76%, Negative 25%

B - Positive 51%, Neutral 83%, Negative 12%

SATISFACTION CLUSTER

A - Positive 76%, Negative 24%

B - Positive 65%, Neutral 29%, Negative 7%

COMMITMENT

A - Positive 86%, Negative 14%

B - Positive 56%, Neutral 33%, Negative 11%

LOCAL OF CONTROL CLUSTER

Internal - 75% External - 25%

SELF CONCEPT

Self - 76% Other - 24%

NEED FOR DIRECTION

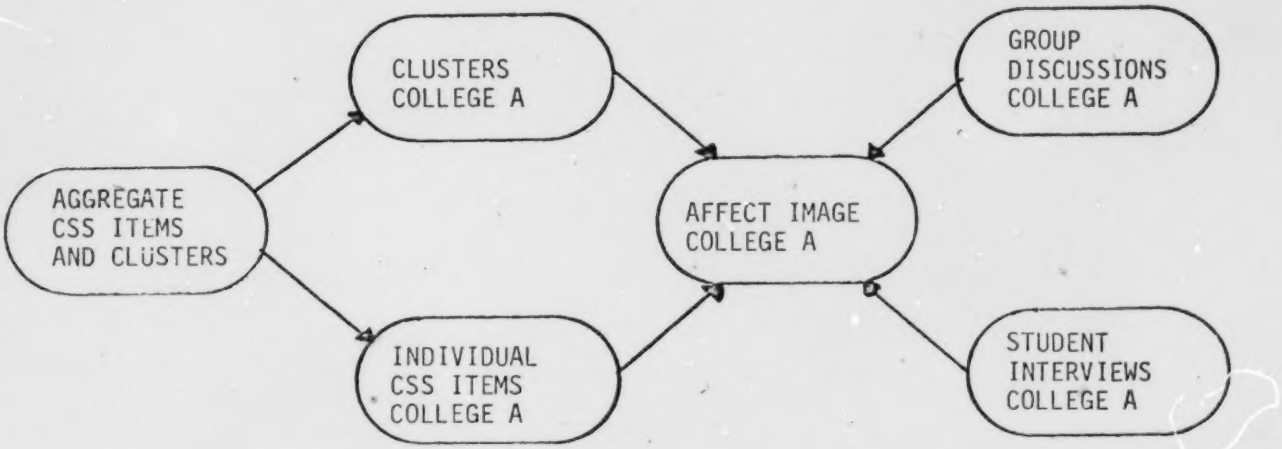
A - More - 56%, Less - 44%

B - More - 54%, Neutral - 29%, Less - 18%

SELF RELIANCE

Independent - 54%, Neutral - 33%, Dependent - 14%

By examining clusters and individual items for a particular college and comparing them to aggregate results, an indication of the college's strengths and weaknesses is obtained. Adding the information from student group discussions and individual student interviews gives a fairly detailed picture of the students' perceptions of their retraining programs at that college.


CLUSTERS COLLEGE A
GROUP DISCUSSIONS COLLEGE A
AGGREGATE CSS ITEMS AND CLUSTERS
AFFECT IMAGE COLLEGE A
INDIVIDUAL CSS ITEMS COLLEGE A
STUDENT INTERVIEWS COLLEGE A

Clusters and Their Definitions

(including all Local Options)

CLUSTERS

T - Teacher

2, 4, 6, 8, 10, 12, 14, 16, 18, 21, 24, 27	(QSL)
76, 78, 100, 104, 110, 117, 126, 135, 136, 137, 139	(M II)

S - Satisfaction

3, 7, 11, 19, 25	(QSL)
84, 86, 93, 96, 105, 107, 113, 118, 120, 123, 124, 133 138, 141, 144, 148, 156, 166	(M II)

C (S-S) - Commitment (subject specific)

13, 20, 22	(QSL)

C - Commitment

1, 5, 9, 15, 17, 23, 26, 28	(QSL)
81, 87, 90, 99, 125, 143, 145, 151, 152, 159, 162	(M II)
LO-188 (Conestoga), LO-191 (Humber)	(LO)

L-C - Locus of Control

29, 31, 33, 34, 36, 38, 39	(QSL)
89, 94, 108	(M II)

S-C - Self Concept

30, 32, 35, 37	(QSL)
77, 85, 92, 114, 115, 131, 132, 155	(M II)
LO-187 (Northern), LO-187 (Conestoga), LO-187 (Canadore)	(L-O)

S-R - Self Reliance

147, 153, 154, 157, 160, 161	(M II)

N-D - Need for Direction

83, 91, 101, 112, 116, 119, 140, 146, 150, 165	(M II)

E - Conditions of Learning

62, 68	(M I)
80, 82, 88, 97, 102, 106, 111, 129, 130, 163, 164, 167	(M II)
LO-175, 176, 177, 178, 179, 181, 185, 189, 190, 191, 192 193, 198 (Northern)	(L-O)
LO-175, 181, 185, 189, 192, 193, 198 (Contesgoa)	(L-O)
LO-180, 181, 186, 187, 190 (Humber)	(L-O)
LO-175, 181, 185, 189, 192, 193, 198 (Canadore)	(L-O)

(M) - Marks

98, 103, 121, 127 (M II)

( ) - Independent

60 (M I)

79, 95, 109, 122, 128, 134, 142, 149, 158 (M II)

LO-182, 183, 184, 188 (Northern), LO-182 (Conestoga), LO-188, 189 (Humber), LO-182, 188 (Canadore) (L-O)

(1) - Academic

40, 41, 42, 43, 44, 45, 52, 74, 75 (M I)

(2) - Academic Related

46, 47, 48, 50, 54, 55, 63, 73 (M I)

(3) - Groups

64, 65, 69, 70, 71, 72 (M I)

(4) - Physical Related

49, 53, 61, 67 (M I)

(5) - "Doing"

51, 56, 57, 58, 59, 66 (M I)

S@ - Support Services - Life Skills

LO-176, 177, 178, 183, 190 (Conestoga), LO-175, 176, 177, LO-179 (Humber), LO-176, 177, 178, 183, 190 (Canadore) (L-O)

C@ - Support Services - Counselling

LO-194, 195, 197 (Northern), LO-194, 195, 197 (Conestoga), LO-182, 183, 184, 185 (Humber), LO-194, 195, 197 (Canadore) (L-O)

(b) - Orientation

LO-180, 186, 196 (Northern), LO-179, 180, 184, 186, 191 LO-196 (Conestoga), LO-178, 192 (Humber), LO-179, LO-180, 184, 186, 191, 196 (Canadore), LO-175, 176, 177, 178, 179, 180, 181, 182 (St.Clair) (L-O)

Personnel - LO-193, 194, 195, 196, 197, 198 (Humber) (L-O)

DEFINITIONS

T: Teacher (Authority Structure) - "quality of the classroom environment created or supported by the teacher, e.g. student perceptions of teachers' decision-making style, student experiences with fairness in grades, opportunities for participation and expression in class, as well as measures of students' reputations for getting into trouble with school authorities". (QSL Manual)

S: Satisfaction (Social) - general well-being, quality of social experiences (QSL Manual)

C: Commitment (To work) - related to belief in consequences of school work and character of the work itself. (QSL Manual)

C (S-S) Commitment (subject specific) - commitment as related to specific subjects.

L-C: Locus of Control - student's perception of himself/herself in relation to the power of outside forces (e.g. student perceiving his destiny as other controlled; student perceiving his destiny as in his own hands).

S-C: Self-Concept - student's feelings of his/her own adequacy and worthiness; his/her feelings of security in relation to his/her peers.

S-R: Self-Reliance - level of student's desire for independence, his/her perception of his/her capability in taking initiative.

N-D: Need for Direction - level of defined structure student perceives himself/herself as requiring (e.g. well-defined limits clear rules and instructions.)

.../2

E: Conditions of Learning - tangible, non-academic items that affect a student's feelings about his/her schooling experience (e.g. attendance taking, noise level, timetable, social events, physical aspects of the building.)

Ⓜ: Marks - student's perception of the relation of marks to his/her actual achievement

◯: Independent - items that stand alone, independent of clusters

①: Academic - items on, or likely to be on, a course of studies that the student is pursuing or has pursued

②: Academic Related - items that follow from the student's academic learning

③: Groups - student's feelings about his/her participating actively in group situations

④: Physical Related - student's level of interest in sports and physical fitness

⑤: "Doing" - student's active interest in being involved in activities outside or following his/her retraining program

S@: Support Services - Life Skills - student's perceptions of Life Skills

C@: Support Services - Counselling - student's perceptions of Counselling

ⓑ: Orientation - student's perceptions of Orientation

Personnel: student's perceptions of staff and administrators.

APPENDIX C

No._____

C A A T

S T U D E N T

S U R V E Y .

COLLEGE_____

Time survey begun:_____

Time survey finished:_____

TO THE STUDENTS December 2, 1976

First of all, we would like to thank you for helping us to develop a questionnaire to find out how adults feel about their learning situation. Without your help we could not develop the right questions to ask adult students such as yourselves.

Secondly, knowing how you feel about your school and about what you learn is, to some extent, as important as how well you do in your subjects. To our knowledge, there is no questionnaire available in North America that asks how adults feel about their school. So you are involved in a pilot project.

Because this is a pilot project to develop a questionnaire for adults, this survey differs from those that are conducted to find out people's feelings. What we would like you to do is answer as if this survey was meant to obtain your feelings about this college. At the same time, could you make a cross beside any question you have difficulty with - for example, if a question seems to mean two different things to you, or if you don't like the question itself. Also, if on any question you have no opinion, then leave the question blank.

There are two different questionnaires that we have changed and are testing, therefore there will be some questions which seem to be the same. Answer these questions anyway.

We will treat all answers to the questions in this survey confidentially. No answers that a particular individual gives will be used or referred to in any reports. But this does not mean that you will be anonymous. We need to know the name of each student in order to make comparisons of age, sex, years of education in high school, etc. The questionnaire has a number on it which corresponds to a number on a card on which you will put your name. Only we will have access to names; no administrators or faculty will be able to find out how any individual student answered the questions on the actual questionnaire.

We appreciate your willingness to respond to the questionnaire and hope that you can answer all the questions. We will let each college that participates know the results of this trial run of the questionnaire. We think you will enjoy reflecting about your college and how it might be improved.

Once again thank you for your help.

Clive L. Copeland

Clive L. Copeland
Joan Sharman
Canadore College

P.S. If you have any difficulty, please don't hesitate to ask us to make ourselves clear about what we are trying to find out.

BACKGROUND INFORMATION

1. Name of College: _____

   Campus: _____

2. Check one of the spaces below, more if necessary. Give your best guess about how long you have been in one or more of the programs.

Type of Program	Skill Training	Academic Upgrading	Post Secondary	Other (specify)
Length of time in program (in weeks) less than 1				
1 - 5				
6 - 10				
11 - 15				
16 - 20				
20 +				
If completed, give number of weeks_____				

3. SEX: Female:_____ Male:_____

4. Age at last birthday:_____

5. Mother tongue: French:_____

   English:_____

   Other(specify)_____

December 2, 1976.

PART I. CANADORE STUDENT SURVEY

Check one (✓) answer that tells best what YOU think.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I count the minutes until classes end	_____	_____	_____	_____

2. If I had a choice, I'd choose

_____ 1. the same teachers I have now
_____ 2. most of the teachers I have now
_____ 3. a few of the teachers I have now
_____ 4. none of the teachers I have now

	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Most of the time I do not want to go to school	_____	_____	_____	_____
4. My teachers want me to do things their way and not my own	_____	_____	_____	_____
5. What we do in school interests me	_____	_____	_____	_____
6. My teachers often act as if their opinions are right and the students' opinions are wrong	_____	_____	_____	_____
7. I am happy when I am in school	_____	_____	_____	_____
8. I like my teachers in school	_____	_____	_____	_____
9. I often daydream in school	_____	_____	_____	_____

.../2

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. My teachers favour some students more than others	_____	_____	_____	_____
11. I like school very much	_____	_____	_____	_____
12. Most of my teachers listen to what I have to say	_____	_____	_____	_____
13. Most of the topics we study can't end soon enough to suit me:				
A. In_____	_____	_____	_____	_____
B. In_____	_____	_____	_____	_____
C. In_____	_____	_____	_____	_____
D. In_____	_____	_____	_____	_____
E. In_____	_____	_____	_____	_____
14. Most of my teachers like me to ask questions	_____	_____	_____	_____

15. I am eager to get to:

_____ 1) all my classes
_____ 2) some of my classes
_____ 3) none of my classes

16. How would you compare most of your present teachers to most of the teachers you had before?

_____ 1) far above average
_____ 2) above average
_____ 3) average
_____ 4) below average
_____ 5) far below average

	Often	Sometimes	Seldom	Never
17. In school, I get so interested in my work I don't want to stop	_____	_____	_____	_____

.../3

	Strongly Agree	Agree	Disagree	Strongly Disagree
18. My teachers encourage me to do things my own way	_____	_____	_____	_____

19. The school and I are like:

_____ 1) good friends
_____ 2) friends
_____ 3) distant relatives
_____ 4) strangers
_____ 5) enemies

	Strongly Agree	Agree	Disagree	Strongly Disagree
20. The work I do is important				
A. In _____	_____	_____	_____	_____
B. In _____	_____	_____	_____	_____
C. In _____	_____	_____	_____	_____
D. In _____	_____	_____	_____	_____
E. In _____	_____	_____	_____	_____
21. My teachers and I are on the same wavelength	_____	_____	_____	_____
22. I like school very much when I am				
A. In _____	_____	_____	_____	_____
B. In _____	_____	_____	_____	_____
C. In _____	_____	_____	_____	_____
D. In _____	_____	_____	_____	_____
E. In _____	_____	_____	_____	_____

23. The things I get to work on in school are:

_____ 1) great stuff - really interesting to m
_____ 2) good stuff - pretty interesting to me
_____ 3) O.K. - school work is school work
_____ 4) dull stuff - not very interesting to me
_____ 5) garbage - a total loss for me.

	Strongly Agree	Agree	Disagree	Strongly Disagree
24. My teachers care about students' feelings	_____	_____	_____	_____

	Always	Often	Sometimes	Seldom	Never
25. I enjoy the work I do in school	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Disagree	Strongly Disagree
26. Work in school keeps me busy but it's just a waste of time	_____	_____	_____	_____

	Always	Often	Sometimes	Seldom	Never
27. I feel that I can go to a teacher when I have problems	_____	_____	_____	_____	_____
28. School work is dull and boring for me	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Disagree	Strongly Disagree
29. A great deal that happens to me is just a matter of chance	_____	_____	_____	_____
30. I can do many things well	_____	_____	_____	_____
31. Good luck is just as important as hard work for success	_____	_____	_____	_____
32. My opinion is just as good as anyone else's	_____	_____	_____	_____
33. When things go well for me, it is usually because of something I did by myself	_____	_____	_____	_____

.../5

	Strongly Agree	Agree	Disagree	Strongly Disagree
34. I often feel I do not have enough control over the direction my life is taking	_____	_____	_____	_____
35. I can do some things better than other students here	_____	_____	_____	_____
36. When I plan ahead, my plans usually work out	_____	_____	_____	_____
37. If I could change, I would be someone other than myself	_____	_____	_____	_____
38. I often feel I have little influence over the things that happen to me	_____	_____	_____	_____
39. People like me have a good chance of succeeding in this world	_____	_____	_____	_____

December 2, 1976.

PART IIA CANADORE STUDENT SURVEY

Example response:

Following College rules:

Very Important	Important	Of some Importance	Of little Importance	Of no Importance
✓				

If you find that following College rules is very important to you, mark ✓ or X directly under VERY IMPORTANT

	Very Important	Important	Of some Importance	Of little Importance	Of no Importance
40. Learning math					
41. Learning science					
42. Learning English					
43. Learning spelling					
44. Learning grammar					
45. Learning to read better					
46. Reading stories					
47. Reading newspapers and magazines					
48. Expressing my ideas in written form					
49. Our college sports events					

.../2

	Very Important	Important	Of some Importance	Of little Importance	Of no Importance
50. Choosing the teacher(s) I want to work with in the program	____	____	____	____	____
51. Going to the Public Library	____	____	____	____	____
52. Doing a science experiment	____	____	____	____	____
53. Getting into good physical condition	____	____	____	____	____
54. Studying	____	____	____	____	____
55. Passing tests	____	____	____	____	____
56. Taking a skill course	____	____	____	____	____
57. Voting	____	____	____	____	____
58. Going on to College or University	____	____	____	____	____
59. Getting a job	____	____	____	____	____
60. Students' Council	____	____	____	____	____

	Very Pleasant	Pleasant	Neither Pleasant nor Unpleasant	Unpleasant	Very Unpleasant
61. Going to our college sports events	____	____	____	____	____
62. Attendance being taken	____	____	____	____	____

.../3

		Very Interesting	Interesting	Of some Interest	Of little Interest	Of no Interest
63.	Poems	_____	_____	_____	_____	_____

64.	Participating in large group discussions	_____ Very important _____ Important _____ Of some importance _____ Of little importance _____ Of no importance	_____ Very pleasant _____ Pleasant _____ Neither pleasant nor unpleasant _____ Unpleasant _____ Very unpleasant
65.	Participating in small group discussions	_____ Very important _____ Important _____ Of some importance _____ Of little importance _____ Of no importance	_____ Very pleasant _____ Pleasant _____ Neither pleasant nor unpleasant _____ Unpleasant _____ Very unpleasant
66.	Making things with my hands	_____ Very important _____ Important _____ Of some importance _____ Of little importance _____ Of no importance	_____ Very pleasant _____ Pleasant _____ Neither pleasant nor unpleasant _____ Unpleasant _____ Very unpleasant
67.	Participating in college sports	_____ Very important _____ Important _____ Of some importance _____ Of little importance _____ Of no importance	_____ Very pleasant _____ Pleasant _____ Neither pleasant nor unpleasant _____ Unpleasant _____ Very unpleasant
68.	Coffee breaks	_____ Very important _____ Important _____ Of some importance _____ Of little importance _____ Of no importance	_____ Very pleasant _____ Pleasant _____ Neither pleasant nor unpleasant _____ Unpleasant _____ Very unpleasant
69.	Talking in a small group about my own ideas	_____ Very important _____ Important _____ Of some importance _____ Of little importance _____ Of no importance	_____ Very pleasant _____ Pleasant _____ Neither pleasant nor unpleasant _____ Unpleasant _____ Very unpleasant

.../4

70.	Talking in a small group about my own feelings	____ Very important ____ Important ____ Of some importance ____ Of little importance ____ Of no importance	____ Very pleasant ____ Pleasant ____ Neither pleasant nor unpleasant ____ Unpleasant ____ Very unpleasant
71.	Talking in a large group about my own ideas	____ Very important ____ Important ____ Of some importance ____ Of little importance ____ Of no importance	____ Very pleasant ____ Pleasant ____ Neither pleasant nor unpleasant ____ Unpleasant ____ Very unpleasant
72.	Talking in a large group about my own feelings	____ Very important ____ Important ____ Of some importance ____ Of little importance ____ Of no importance	____ Very pleasant ____ Pleasant ____ Neither pleasant nor unpleasant ____ Unpleasant ____ Very unpleasant
73.	Tests	____ Very important ____ Important ____ Of some importance ____ Of little importance ____ Of no importance	____ Very pleasant ____ Pleasant ____ Neither pleasant nor unpleasant ____ Unpleasant ____ Very unpleasant
74.	Learning about Canadian history	____ Very important ____ Important ____ Of some importance ____ Of little importance ____ Of no importance	____ Very pleasant ____ Pleasant ____ Neither pleasant nor unpleasant ____ Unpleasant ____ Very unpleasant
75.	Learning about other countries	____ Very important ____ Important ____ Of some importance ____ Of little importance ____ Of no importance	____ Very pleasant ____ Pleasant ____ Neither pleasant nor unpleasant ____ Unpleasant ____ Very unpleasant

December 2, 1976

PART IIB CANADORE STUDENT SURVEY.

Example response:

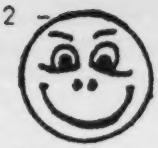
School is just what I expected it to be

Strongly Disagree	Disagree	Agree	Strongly Agree
✓			

If you feel that you strongly disagree that school is what you expected it to be, put an X or ✓ in Strongly Disagree.

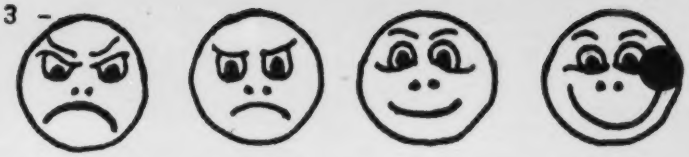
	Strongly Disagree	Disagree	Agree	Strongly Agree
76. Most of my teachers accept me the way I am				
77. No one in school understands my problems				
78. Most of my teachers don't really listen when I ask questions				
79. I have noticed that a lot of students have dropped out				
80. I wish other students wouldn't sit in my favourite study place				
81. I like to spend as much time as it takes to do well in school				
82. I find the testing centre is a comfortable room to take tests in				
83. I wish there were more rules in the school				
84. I feel that school is preparing me for my life's work				

.../2



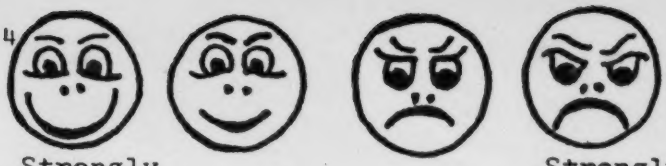
	Strongly Agree	Agree	Disagree	Strongly Disagree
85. I usually feel that I am left out of things in school				
86. I feel that I am treated like an adult in this school				
87. I like to study lots of things, even if I don't learn them well				
88. I usually like to have a study place of my own in school				
89. When I do poorly in school, it is usually somebody else's fault				
90. I want to learn one thing well before going on to the next thing				
91. I don't learn well if I'm given too much free time				
92. I feel I am just as important in school as any other student				
93. I would rather have almost <u>any</u> job than go to school				
94. Luck is just as important as work for doing well in school				
95. I wish more students knew my name				
96. I find it easy to do well in the program				

.../3

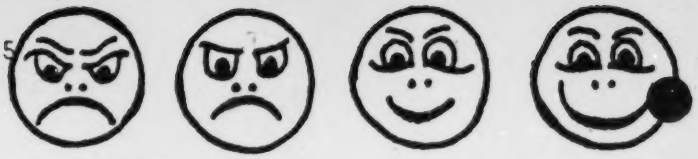


	Strongly Disagree	Disagree	Agree	Strongly Agree
97. I wish there were more quiet study areas				
98. Marks don't show how good my schoolwork really is				
99. I like to learn in school				
100. Most of my teachers like me as much as they like other students				
101. I like to study day by day, without knowing what topic is coming next				
102. I feel that the students should run more social events, such as dances				
103. Sometimes I don't earn the marks I get in school				
104. Most of my teachers like to help me learn				
105. There aren't enough teachers in our program				
106. I enjoy getting out of the learning areas for coffee breaks				
107. I have questions I never get a chance to ask my teachers				
108. It's my fault if I fail in school				

.../4



	Strongly Agree	Agree	Disagree	Strongly Disagree
109. The school puts too much pressure on me to finish my daily work				
110. Most of my teachers like to see my work				
111. I wish that the vending machines were working better				
112. I need to have a clear outline of what is offered in each subject				
113. I am encouraged to develop my own ideas				
114. I usually feel I am a part of what is going on in school				
115. I do better work than other students here				
116. I get confused because I don't know why I'm studying some things				
117. Most of my teachers insist on changing the way I am				
118. This school helps students to think for themselves				
119. Students who don't follow school rules should be punished				
120. I often get upset when I make a mistake in front of other students				



	Strongly Disagree	Disagree	Agree	Strongly Agree
121. Marks in school don't tell much about what people really know				
122. A lot of students will not complete this program				
123. School staff members are interested in helping students with their personal problems				
124. What I want to do in the world has nothing to do with what I'm learning in school				
125. Even when I don't do well in school, I keep trying				
126. Most of my teachers don't really listen to what I have to say				
127. I know a lot more than my marks in school show				
128. Surveys like this one are useful				
129. I think coffee breaks are important				
130. It is hard to find a space in the student parking lot				
131. Other students do better work than I do				
132. I feel that I'm doing a good job of learning in school				

.../6

	Strongly Disagree	Disagree	Agree	Strongly Agree
133. I wouldn't go to school if I didn't have to				
134. Students have a chance to decide the school's rules and regulations				
135. Most of the teachers go out of their way to help me				
136. Most of my teachers care about my feelings				
137. The teachers like some of the students more than others				
138. If I had a job, I would quit today				
139. Most of my teachers care about how much I learn				

	Almost Always	Often	Sometimes	Seldom	Never
140. I like to know exactly what I'm supposed to be learning in school					
141. I have too much work to do in school					
142. I would be willing to cheat to pass in school					
143. Working hard in school pays off					
144. I wish I could quit school					

.../7

	Almost Always	Often	Sometimes	Seldom	Never
145. We do interesting things in school	____	____	____	____	____
146. I like my teachers to tell me exactly what to do	____	____	____	____	____
147. I wish I had more chance to give my opinion in school	____	____	____	____	____
148. Students are treated fairly even if they are being disciplined for breaking college rules	____	____	____	____	____
149. In school, I am pressured to finish my daily work	____	____	____	____	____
150. I like to study what the school decides is most important	____	____	____	____	____
151. School isn't worth the effort it takes to succeed	____	____	____	____	____
152. I like to help other students with their work	____	____	____	____	____
153. I want to be able to choose what I should learn in school	____	____	____	____	____
154. I want to decide for myself what I study in this school	____	____	____	____	____
155. I feel I am in over my head in this school	____	____	____	____	____

.../8

	Never	Seldom	Sometimes	Often	Almost Always
156. I feel like dropping out	_____	_____	_____	_____	_____
157. I like to work at my own speed	_____	_____	_____	_____	_____
158. I get a chance to say what I would like to learn in the program	_____	_____	_____	_____	_____
159. I do schoolwork because it is enjoyable	_____	_____	_____	_____	_____
160. I am capable of working on my own in school	_____	_____	_____	_____	_____
161. I need to work in a group rather than by myself	_____	_____	_____	_____	_____
162. I like other students to help me with my school-work	_____	_____	_____	_____	_____
163. In school, I would rather learn a lesson in a class than learn a lesson alone	_____	_____	_____	_____	_____
164. The study areas are too noisy	_____	_____	_____	_____	_____
165. I like my teachers to set contracts for me	_____	_____	_____	_____	_____
166. I like my teachers to see my work	_____	_____	_____	_____	_____

167. The learning areas are usually:

1. Very Noisy _____
2. Noisy _____
3. Okay _____
4. Fairly Quiet _____
5. Quiet _____

December 2, 1976

PART III CANADORE STUDENT SURVEY

In this section, we want to hear your thoughts and ideas about your experiences here at school. There are no right or wrong answers to any of these questions, and the best answers are the ones that are most honestly true for you.

168. What do you plan to do with your life after you leave this program?

_____

_____

_____

_____

_____

169. What would you recommend to a friend if he or she were about to enter this program?

_____

_____

_____

_____

_____

170. Would you like to have any changes made to the program?

YES _____ NOT REALLY SURE_____ NO _____

If Yes, what changes would you like to see made to the program:
(teaching staff, science, maths, communications, orientation, the books, the room, the building, furniture, media equipment, hours, attendance system, and so on?)

_____

_____

_____

_____

_____

..../2

171. Which course(s) do you find the most difficult (if any)?

NONE _____

If any, what do you find difficult about the course(s)?

_____

_____

_____

_____

172. Seriously now, what do you really think about the program?

_____

_____

_____

_____

173. What do you think of this questionnaire?

_____

_____

_____

_____

_____

174. What do you think the results of this study might do?

_____

_____

_____

_____

_____

December 2, 1976.

PART IV CANADORE STUDENT SURVEY

LOCAL OPTIONS

		Strongly Agree	Agree	Disagree	Strongly Disagree
175.	I prefer to stay in one place for most of my subjects				
176.	I should be able to take a life skills program for as long as I'm in school				
177.	I understand myself better since taking life skills				
178.	I feel better about myself since taking life skills				
179.	I would prefer to stay in the orientation program while I am in school				
180.	I felt good in my first few days in school				
181.	I enjoy meeting other students in the hallways				
182.	I would like to have some summer holidays				
183.	Life skills has helped me to adapt to the system in this school				
184.	The orientation program has helped me to understand the system in this school				
185.	I don't like to change rooms so often for different subjects				
186.	The regular program is too different from the orientation program				
187.	I am just as important as any other student in the whole college				
188.	I think it is important to be bilingual				

..../2

		Strongly Agree	Agree	Disagree	Strongly Disagree
189.	I think it is important for students to have their own lunch room				
190.	I understand my fellow students better since taking life skills				
191.	I like the gradual phasing from the orientation program into the regular program				

		Almost Always	Often	Sometimes	Seldom	Never
192.	I find it easy to get what I need from the Media Centre					
193.	I like studying maths on the computer					
194.	I am unwilling to discuss my personal problems, with anybody					
195.	I feel that the counsellor really helps me					
196.	I prefer the way things are done in the regular program to the way they are done in the orientation program					
197.	I feel comfortable talking to the counsellor					

198. The learning areas are too...

Hot | | | | | | Cold

PART IV CANADORE STUDENT SURVEY December 2, 1976.

LOCAL OPTIONS

		Strongly Agree	Agree	Disagree	Strongly Disagree
175.	I prefer to stay in one place for most of my subjects				
176.	I should be able to take a life skills program for as long as I'm in school				
177.	I understand myself better since taking life skills				
178.	I feel better about myself since taking life skills				
179.	I would prefer to stay in the orientation program while I am in school				
180.	I felt good in my first few days in school				
181.	I enjoy meeting other students in the hallways				
182.	I would like to have some summer holidays				
183.	Life skills has helped me to adapt to the system in this school				
184.	The orientation program has helped me to understand the system in this school				
185.	I don't like to change rooms so often for different subjects				
186.	The regular program is too different from the orientation program				
187.	I am just as important as any other student in the whole college				
188.	Relearning things I have forgotten is important to me.				

..../2

		Strongly Agree	Agree	Disagree	Strongly Disagree
189.	I think it is important for students to have their own lunch room				
190.	I understand my fellow students better since taking life skills				
191.	I like the gradual phasing from the orientation program into the regular program				

		Almost Always	Often	Sometimes	Seldom	Never
192.	I find it easy to get what I need from the Media Centre					
193.	I like studying maths on the computer					
194.	I am unwilling to discuss my personal problems, with anybody					
195.	I feel that the counsellor really helps me					
196.	I prefer the way things are done in the regular program to the way they are done in the orientation program					
197.	I feel comfortable talking to the counsellor					

198. The learning areas are too...

Hot | | | | | | Cold

HUMBER

HUMBER LOCAL OPTIONS

	Strongly Agree	Agree	Disagree	Strongly Disagree
175. I understand myself better since taking Life Skills.	_____	_____	_____	_____
176. I feel better about myself since taking Life Skills.	_____	_____	_____	_____
177. Life Skills has helped me to adapt to the system in this school.	_____	_____	_____	_____
178. The orientation program has helped me to understand the system in this school.	_____	_____	_____	_____
179. I understand my fellow students better since taking Life Skills.	_____	_____	_____	_____

	Almost Always	Often	Some-times	Seldom	Never
180. I find it easy to get what I need from the Learning Resource Centre.	_____	_____	_____	_____	_____
181. I like studying Math on the computer.	_____	_____	_____	_____	_____
182. I feel that the college counsellor really helps me.	_____	_____	_____	_____	_____
183. I feel that the manpower counsellor really helps me.	_____	_____	_____	_____	_____
184. I feel comfortable talking to the college counsellor.	_____	_____	_____	_____	_____
185. I feel comfortable talking to the manpower counsellor.	_____	_____	_____	_____	_____

186. The learning areas are

very pleasant	pleasant	neither pleasant or unpleasant	unpleasant	very unpleasant
_____	_____	_____	_____	_____

	Strongly Agree	Agree	Disagree	Strongly Disagree
187. Chatting in the cafeteria or lounge is important to me.	_____	_____	_____	_____
188. I feel that attending student-run social events is important.	_____	_____	_____	_____

Check one answer in each column that tells best how YOU feel.

189. Being on probation in school.

_____Very important
_____Important
_____Of some importance
_____Of little importance.
_____Of no importance.

_____Very threatening
_____Somewhat threatening
_____Not threatening

---

190. Signing in and out.

_____Very important
_____Important
_____Of some importance
_____Of little importance.
_____Of no importance

_____Very threatening
_____Somewhat threatening
_____Not threatening

---

191. Relearning things I have forgotton.

_____Very important
_____Important
_____Of some importance
_____Of little importance
_____Of no importance

_____Very threatening
_____Somewhat threatening
_____Not threatening

---

192. Writing tests during orientation.

_____Very important
_____Important
_____Of some importance
_____Of little importance
_____Of no importance

_____Very threatening
_____Somewhat threatening
_____Not threatening

Check one answer that tells best what YOU think.

How well do you know the following people?

	I know him/her to talk to	I recognize him/her	I don't know him/her at all
The Principal	_____	_____	_____
The Dean	_____	_____	_____
The Chairman	_____	_____	_____
The Senior Program Coordinator	_____	_____	_____
The Program Coordinator	_____	_____	_____
The Registrar	_____	_____	_____

NORTHERN

PART IV CANADORE STUDENT SURVEY December 2, 1976.

LOCAL OPTIONS

		Strongly Agree	Agree	Disagree	Strongly Disagree
175.	I prefer to stay in one place for most of my subjects				
176.	Sharing the college with post secondary students is a good idea.				
177.	The two Math. classes should be one after the other.				
178.	The two Science classes should be one after the other.				
179.	The two Communications classes should be one after the other.				
180.	I felt good in my first few days in school.				
181.	I enjoy meeting other students in the hallways.				
182.	I would like to have some summer holidays.				
183.	I would like to participate in a physical education program after school.				
184.	I would only participate in a physical education program if it was a part of the school day (9-4).				
185.	I don't like to change rooms so often for different subjects.				
186.	The regular program is too different from the orientation program.				
187.	I am just as important as any other student in the whole college.				
188.	I think it is important to be bilingual				

..../2

		Strongly Agree	Agree	Disagree	Strongly Disagree
189.	I would like the school day to start earlier than 9:00 a.m.				
190.	I would like the school day to start later than 10:00 a.m.				
191.	The lunch hour is too long.				

		Almost Always	Often	Sometimes	Seldom	Never
192.	I find it easy to get what I need from the Media Centre					
193.	I like studying maths on the computer					
194.	I am unwilling to discuss my personal problems, with anybody					
195.	I feel that the counsellor really helps me					
196.	I prefer the way things are done in the regular program to the way they are done in the orientation program					
197.	I feel comfortable talking to the counsellor					

198. The learning areas are too:

Hot | | | | | | Cold

LOCAL OPTION QUESTIONS

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The orientation program has helped me to understand the system in this school.				
2. The orientation program was too short.				
3. The orientation program was too long.				
4. The regular program is too different from the orientation program.				
5. I didn't/don't want to leave the orientation program.				
6. I would prefer to stay in the orientation program while I am in school.				
7. I like the gradual phasing from the orientation program into the regular program.				

	Always	Often	Sometimes	Seldom	Never
8. I prefer the way things are done in the regular program to the way they are done in the orientation program.					

Minnesota School Affect Assessment

Form CU

SCHOOL	CLASS		CODE NUMBER
0 0 0 0	0 0		0 0 0 0 0 0 0
1 1 1 1	1 1		1 1 1 1 1 1 1
2 2 2 2	2 2	Do Not Mark	2 2 2 2 2 2 2
3 3 1 3	3 3		3 3 3 3 3 3 3
4 4 3 4	4 4		4 4 4 4 4 4 4
5 5 5 5	5 5		5 5 5 5 5 5 5
6 6 6 6	6 6		6 6 6 6 6 6 6
7 7 7 7	7 7		7 7 7 7 7 7 7
8 8 8 8	8 8		8 8 8 8 8 8 8
9 9 9 9	9 9		9 9 9 9 9 9 9

GRADE	SEX
4 ○	Boy ○
5 ○	
6 ○	Girl ○
7 ○	
8 ○	
9 ○	
10 ○	
11 ○	
12 ○	

SAMPLE QUESTION FOR PART 1:

0 Watching TV at home

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

Part 1

Black in one circle in each row to show how YOU feel about what is written across the top of the box.

1 Learning math
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

2 Learning science
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

3 Learning about other countries
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

4 Learning English (language arts)
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

5 Learning spelling
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

6 Learning about music
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

7 Learning to read better
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

8 Going over ideas that I have already learned
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

9 Following school rules
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

10 Listening to the teacher
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

11 Listening to other students talk to the class
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

12 Finishing my school work on time
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

13 Choosing who I want to work with in class
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

14 Doing poorly on a test
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

15 Large group discussions
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

16 Small group discussions
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

17 Reading stories
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

18 Reading newspapers
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

19 Writing stories
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

20 Listening to music
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

21 Watching plays
important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

...IT CODE
...t mark
0 0 0 0
1 1 1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

go on to the next page

...endent School District 196, Rosemount, Minnesota.
...t under ESEA Title III grant 33-71-4014 by the
... for Educational Development, University of Minnesota.

AUGUST 1975, SCB-EOS No. 86

NCS Trans-Optic F2243-54321

Grades 4-6 skip this column

22 Making things with my hands important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	33 Myself important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	44 Learning a foreign language important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
23 Doing schoolwork by myself important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	34 Poems important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	45 Learning home economics important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
24 Doing schoolwork with other students important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	35 Learning about history important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	46 Voting in elections important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
25 Going to school sports events important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	36 Helping other students to learn important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	47 Going to college important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
26 Participating in school sports important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	37 Being in good physical condition important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	48 Getting a job important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
27 The library important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	38 Being a good student important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	49 Learning about business important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
28 Famous plays important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	39 Being liked by other students important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	50 Industrial arts important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
29 Art important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	40 Being liked by teachers important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	51 important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
30 Doing a science experiment important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	41 Knowing how things work important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	52 important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
31 Recess important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	42 Getting good marks on my schoolwork important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	53 important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant
32 Working with the same group all day important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	43 Having a place of my own in the school important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant	54 important ○-○-○-○-○ unimportant pleasant ○-○-○-○-○ unpleasant

go on to the next page

Black in a circle in all 3 rows for items 66 - 76.

55 Learning new ideas

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

56 Teachers

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

57 Answering questions I have already heard before

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

58 Talking in a small group about my own ideas

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

59 Talking in a small group about my own feelings

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

60 Ideas

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

61 Feelings

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

62 The principal

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

63 Teacher aides

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

64 Counselors

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

65 Learning about our government

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant

66 Answering questions I have never heard before

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

67 Students who aren't as smart as me

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

68 Students who are smarter than me

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

69 Physical education

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

70 Talking to the whole class about my own ideas

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

71 Talking to the whole class about my own feelings

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

72 Free time in school

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

73 Tests

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

74 My friends

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

75 Making a mistake in class

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

76 Choosing what I want to learn

important ○○○○○ unimportant
pleasant ○○○○○ unpleasant
dangerous ○○○○○ safe

77 The lowest mark I can be happy about is a

○○○○○
A B C D

End of Part I for grades 4-6.

DO NOT FILL IN ANY OF THE CIRCLES IN THE FOLLOWING TWO BOXES UNLESS TOLD TO DO SO BY THE PROCTOR.

Black in circles to show what courses you are taking in school this year.

- ○ BUSINESS EDUCATION
- ○ SCIENCE
- ○ MATHEMATICS
- ○ FOREIGN LANGUAGE
- ○ ART
- ○ MUSIC
- ○ INDUSTRIAL ARTS
- ○ WORK EXPERIENCE

Black in circles as instructed by the proctor to show special courses not listed in the box to the left.

- ○ A
- ○ B
- ○ C
- ○ D
- ○ E
- ○ F
- ○ G

End of Part I for grades 7-12.

Part 2

Fill in one circle for each sentence to show how true it is for YOU.

SAMPLE QUESTION FOR PART 2:

0 I like to take tests. ○○○○ True False

1 I have to hurry too much to finish my schoolwork. ○○○○ True False

2 My teachers care about how much I learn. ○○○○ True False

3 My teachers like me the way I am. ○○○○ True False

4 I like teachers to keep students quiet. ○○○○ True False

5 Other students like to help me learn. ○○○○ True False

6 My teachers are fair in marking my work. ○○○○ True False

7 I like to work by myself in school. ○○○○ True False

8 I do schoolwork to make my teachers happy. ○○○○ True False

9 I do schoolwork to make my parents happy. ○○○○ True False

10 I do schoolwork to keep my teachers from getting mad at me. ○○○○ True False

11 I do schoolwork to learn interesting things. ○○○○ True False

12 I do schoolwork to be liked by other students. ○○○○ True False

13 I do schoolwork because it's fun. ○○○○ True False

14 My teachers are interested in what I have to say. ○○○○ True False

15 My friends want to do better work than me. ○○○○ True False

16 Marks don't show how good your schoolwork really is. ○○○○ True False

17 I like my teachers to tell me exactly what to do in class. ○○○○ True False

18 I like to work at my own speed, no matter what others are doing. ○○○○ True False

19 My teachers care about my feelings. ○○○○ True False

20 I like to learn in school. ○○○○ True False

21 I like to do better work than my friends. ○○○○ True False

22 My teachers like to help me learn. ○○○○ True False

23 I know a lot more than my marks in school show. ○○○○ True False

24 I am just as important in the school as any other student. ○○○○ True False

25 Some of my teachers understand me pretty well. ○○○○ True False

26 I want other students to leave me alone. ○○○○ True False

27 My teachers give me too much work to do. ○○○○ True False

28 My teachers don't really listen when I answer questions. ○○○○ True False

29 Some school rules keep me from learning as well as I could. ○○○○ True False

30 I like working with the class, even if it's too fast or slow for me. ○○○○ True False

31 The principal thinks it's important to be my friend. ○○○○ True False

32 I feel that I'm doing a good job of learning in school. ○○○○ True False

33 I wish more students knew my name. ○○○○ True False

34 I feel I am a part of what is going on in school. ○○○○ True False

35 No one in school understands my problems. ○○○○ True False

36 I don't like to work in groups. ○○○○ True False

37 My teachers like me as much as they like other students. ○○○○ True False

38 I wish there were more rules in school. ○○○○ True False

39 I like to learn by working together with other students. ○○○○ True False

40 My school marks show how much I know. ○○○○ True False

41 I like to study what the teacher thinks is most important. ○○○○ True False

42 I like to get better marks than other students do. ○○○○ True False

43 Teachers should punish students who don't follow rules. ○○○○ True False

44 My teachers think it is important to be my friend. ○○○○ True False

45 It's easy to do well in school. ○○○○ True False

46 My teachers like to see my work. ○○○○ True False

47 I have lots of questions I never get a chance to ask. ○○○○ True False

48 I like to help other students learn. ○○○○ True False

49 I feel left out of things in school. ○○○○ True False

50 I would like to be given more chances to say things in class. ○○○○ True False

51 I like to work with students who learn at my own speed. ○○○○ True False

52 My teachers want to change the way I am. ○○○○ True False

53 Marks in school don't tell much about what people really know. ○○○○ True False

54 I like to have the teacher see my work. ○○○○ True False

55 I don't get enough time to answer questions in class. ○○○○ True False

56 The school is too noisy. ○○○○ True False

57 I like to decide for myself what I study in school. ○○○○ True False

58 I like to know exactly what I'm supposed to be learning in class. ○○○○ True False

59 I feel that school is preparing me for my life's work. ○○○○ True False

60 I like to learn something well before going on to something new. ○○○○ True False

61 Even when I don't do well in school, I like to keep trying. ○○○○ True False

62 I don't learn well if I'm given too much free time. ○○○○ True False

63 Some counselors in the school understand me pretty well. ○○○○ True False

64 I like to be marked on how hard I work. ○○○○ True False

65 I like to be marked on how well I do compared with other students. ○○○○ True False

66 I like to be marked on how much I have improved. ○○○○ True False

67 When I do poorly in school, it's usually somebody else's fault. ○○○○ True False

68 I wouldn't go to school if I didn't have to. ○○○○ True False

69 I like my teachers to set clear goals for me. ○○○○ True False

70 I like to spend as much time as it takes to do well in school. ○○○○ True False

71 Sometimes I don't deserve the marks I get in school. ○○○○ True False

72 I can make good choices about what I should learn in school. ○○○○ True False

73 I would rather have a job than go to school. ○○○○ True False

74 I like to know what the plan of study is for the whole course. ○○○○ True False

75 I like to study lots of things, even if I don't learn them well. ○○○○ True False

76 Luck is just as important as work for doing well in school. ○○○○ True False

77 I get confused because I don't know why I'm studying some things. ○○○○ True False

78 School isn't worth the effort it takes to succeed. ○○○○ True False

79 What I want to do in the world has nothing to do with school. ○○○○ True False

80 I like to study day by day, without knowing what's coming next. ○○○○ True False

81 I like to go on to new topics, even if I haven't learned much. ○○○○ True False

82 If I fail in school, it's because I'm not really trying. ○○○○ True False

83 I am willing to cheat to get good marks. ○○○○ True False

84 Working hard in school pays off. ○○○○ True False

End.

APPENDIX - F

DRAFT OUTLINE

OF A MANUAL ON

ADMINISTERING THE

CAAT STUDENT SURVEY

INTRODUCTION

The following pages contain a brief point-by-point outline of the main objectives to be followed in administering the CAAT Student Survey (CSS) in its first and unrevised form. Described is the preparation for administering the survey, the actual administration, and the results to be prepared for dissemination to each participating college.

The survey was originally administered to 758 students at eight Ontario community colleges. Two hundred and eighteen students were interviewed privately. The same two persons (Clive Copeland and Joan Sharman) Adminstered the survey and interviewed the students at all the colleges.

PREPARATION

1. The co-operation of all administration and faculty members (especially teachers) is essential to ensure that student responses are not pre-determined. The faculty must be assured that the CSS is not to be used as a weapon against them as a group or as individuals.

2. The students need to be informed that the CSS is not a test in any way but that it is an instrument through which they can express their honest opinions without threat of reprisal. It should be explained to them that the purpose of the CSS is to improve their college and their programs.

3. All administrative details (rooms to be used, schedules, etc.) should be arranged in advance of the survey. As well, Local Option items, if being used, should be tentatively prepared in advance and finalized with the persons administering the survey so that they can be incorporated with the general survey.

ADMINISTRATION

1. Administrators of the survey should be non-threatening personnel, preferably from outside the college being surveyed. Students respond much more openly when they are assured that the survey administrators are interested primarily in them and not in obtaining expected opinions of the college and its personnel.

2. Pre-Administration Seminar: This meeting with the students has a two-fold purpose - a) to explain the mechanics of responding to the survey items and answer any questions they may have (especially questions of confidentiality), and b) to create a free and non-threatening atmosphere in which they feel that their honest feelings can be expressed and accepted when they come to fill out the questionnaire.

3. Administration of the Survey: When the survey has been handed out, the students need assistance in filling out background information and subject specific items. Instructions for doing so should be repeated in various ways (preferably including overhead transparencies) and individual students still having difficulty should be willingly assisted.
How to check off survey item choices should be explained orally to the students. (The examples given on the survey are not necessarily enough direction for some students). As each student completes his/her survey, it is handed in to the administrators and the student is dismissed for a coffee break and told at what time to return.

Students should feel free to ask the administrators about any items that cause difficulty. Unless it proves disruptive to other students, students consulting each other should be left free to do so. Students not yet at an adequate reading level, should be scheduled for a specific time and place to complete the survey by having it read to them.

4. Post-Administration Seminar: The purpose of this seminar is to obtain group reactions to the survey instrument. Students inevitably go on to discuss what really concerns them in their college and programs. Notes should be taken of all their concerns so that their college can be made aware of such concerns (individual students are never to be identified). At the end of this seminar, arrangements are made for interviews with individual students chosen at random.

5. Individual interviews: The location chosen in which to hold interviews with individual students is most important. When these are held in administrative offices, especially those with various barriers leading to them, many students are intimiated and some will simply not arrive for scheduled interviews. The ideal is to go to a student area (such as a cafeteria if it is big enough for the student to feel that he/she is anonymous there), and interview the students on their territory. There they feel the confidence of being "at home" and more quickly open up to the interviewer.
Notes should be taken of all their comments. Again, concerns to do with their college and/or program can then be referred back to their college (as anonymous).
Each student should be thanked for his/her co-operation.

6. In discussion with college personnel after completion of the survey process, any immediate concerns that have been noted should be discussed.

RESULTS

1. Data cards should be punched to show:
   a) Number of cards bearing this survey number
   b) Survey number
   c) Programs completed and length of time in present program
   d) Sex
   e) Age
   f) Mother tongue
   g) Responses to survey items

2. Computer printouts showing the above information should be supplied to each participating college:
   a) for its own surveyed students,
   b) for the aggregate of all college students (to serve as a standard for comparison).

3. Manually computed responses to items 13, 20, 22 should given to each college for its surveyed students. Any aggregate data possible from these items should also be supplied.

4. Tables and comments in response to open-ended items should be prepared for each college (and in aggregate where appropriate).

5. Notes from group discussions and individual interviews should be summarized whenever possible and when summaries are not appropriate, given to each college with as little editing as possible.

6. Seminars with the participating colleges should be held if possible:

   a) to disseminate results,

   b) to obtain input from the colleges,

   c) to allow each college time to discuss particular concerns with the administrators of the survey, and,

   d) to foster dialogue among colleges concerning common problems.